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ABSTRACT

Developed by a committee of 13 experts in both economics and teacher education, these basic recommendations concerning economic education requirements for future elementary and secondary school teachers are intended to stimulate positive changes in preservice teacher education practices compatible with national efforts to improve teacher education. Following a statement of purpose, a rationale for requiring economic education for teachers focuses on the value of economic instruction, the increasing number of states mandating economics instruction, recent efforts to strengthen academic requirements, the current push for stronger standards of teacher certification, and the impact of preparation on teaching effectiveness. Nine recommendations in Part II deal with the general education and academic specialization of prospective teachers, the professional education of prospective teachers, and guidelines for states with certification tests. Biographical information is then given for each member of the Committee on Teacher Education. (LH)

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EXCELLENCE IN ECONOMIC EDUCATION

Economic Education For Future Elementary & Secondary Teachers:

JOINT COUNCIL ON ECONOMIC EDUCATION

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This publication has been reviewed by a panel of educators and has therefore been exempted from review by the Publications Committee of the Joint Council on Economic Education.

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FOREWORD

The Joint Council on Economic Education was established in 1949 to improve the quality and increase the quantity of economic education in the nation's schools, kindergarten through grade twelve. For more than three decades, the Joint Council's primary effort, in addition to developing quality curriculum products, has been to train educators how to teach economics more effectively. This is accomplished through teacher in-service programs conducted throughout the country. Over recent years, more than 100,000 teachers annually participated in such training programs. The popularity of in-service programs is due to several reasons. The primary one however, is the fact that teachers, many who are required to teach economics, have little or no background in the subject.

While the Joint Council's in-service programs continue, recent developments underscore the need to reach future teachers while they are still part of the college undergraduate ranks. An effort to stimulate undergraduate teacher education in economics is timely. First, more than half the states now require economic education in their schools. Most do so at various grade levels, necessitating that all teachers have at least a rudimentary understanding of the subject matter and how to teach it. Second, even in the states which do not require economic education, there is growing interest on the part of local school systems to offer units in the subject. Third, the number of teachers, while declining over the past decade, is now expected to increase as a result of changing demographics reflected in the increase of the number of children reaching school age in the 1990s and beyond.

The Joint Council realizes that there are other important subject areas, represented by various professional organizations, also competing for space and time in undergraduate teacher education programs. But, we feel the *Basic Recommendations* compiled in this report are not overbearing. In fact, they represent the *minimal* exposure undergraduates preparing for a teaching career should have in order to be adequately knowledgeable of a subject which is becoming a component of basic education.

The *Basic Recommendations* were developed by a committee of experts in both economics and teacher education. The goal of this committee is to have future generations well equipped to handle the increasingly complex economic-related issues they will face as decision-makers. This can and must be accomplished in the classroom with a teacher population that understands and is enthusiastic about teaching the subject of economics.

Michael A. MacDowell
President
Joint Council on Economic Education

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ACKNOWLEDGEMENTS

Many individuals contributed to the development of *Economic Education for Future Elementary and Secondary Teachers: Basic Recommendations*. Over a two-year period position papers on the topic were critiqued, rewritten, and critiqued again by scores of university economists, collegiate teacher educators, classroom teachers, college deans, school administrators, and professional economic educators both within and outside the Joint Council network. Individuals who hold leadership positions with the National Council for the Social Studies, National Business Education Association, American Home Economics Association, and other professional associations affiliated with the Joint Council were involved, as were members of the American Economic Association Committee on Economic Education. This published report is a distillation of these efforts, and we are appreciative of the thoughtful commentary provided.

As readers might imagine, advice on recommendations for teacher preparation is often conflicting. Some reviewers wanted more requirements, some wanted less. Some reviewers wanted more detail and discussion of educational issues, and some recommended less. The Teacher Education Committee did not seek to deal with every issue raised by reviewers, nor did they try to obtain a voting consensus on each recommendation.

This document is but a first step in a process that will include public debate which, in turn, will stimulate positive changes in preservice teacher education practices compatible with national efforts to improve teacher education. It is also clear that these recommendations will require redesign and refocus of how some university economics courses are taught.

The National Association of Economic Educators, through its executive committee, not only endorsed these recommendations but also pledged to help teacher training institutions with the task of redesigning courses and sharing prototype programs of instruction that will meet the objectives set forth in the report.

We are indebted to the distinguished members of the Teacher Education Committee who unselfishly gave of their time and talent to see this project through. Dr. Henry Hermanowicz deserves special commendation. As chair of the committee, he gave extra measures of time, provided statesman-like advice to help with the difficult job of reconciliation of viewpoints, and made several public presentations on behalf of the project that led directly to its acceptance. Patricia Berescik, Director, Public Information, Joint Council, competently handled the production phase that turned final draft manuscript into an attractive, readable document.

S. Stowell Symmes
Director, School Services
Joint Council on Economic Education
and
Staff Liaison to the Joint Council
Board of Trustees
Teacher Education Committee

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College of Education
Office of the Dean

July 1, 1985

John A. Georges
Chairman, Board of Trustees
Joint Council on Economic Education
Chairman and Chief Executive Officer,
International Paper Company

Dr. Michael A. MacDowell
President
Joint Council on Economic Education
2 Park Avenue
New York, NY 10016

Gentlemen:

On behalf of the members of the Teacher Education Committee of the Joint Council on Economic Education, I am pleased to transmit this report, Economic Education for Future Elementary and Secondary Teachers: Basic Recommendations.

The report represents the committee's effort to offer a clear position of the Joint Council about the esssential economic education of prospective teachers. The members of the committee trust that the recommendations contained in the report will receive thoughtful consideration and discussion among various groups and agencies involved in strengthening the education of our nation's teachers.

Sincerely yours,

Henry J. Hermanowicz
Chairman
Teacher Education Committee

HJH:mjr

Enclosure

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Economic Education For Future Elementary & Secondary Teachers:

BASIC RECOMMENDATIONS

STATEMENT OF PURPOSE

This is a statement of the rationale for strengthening the academic and professional preparation of prospective elementary and secondary school teachers. This statement specifies the amount of preparation in economics for different types of economics instruction, the place of economics in the pedagogical training of teachers, and the need to include questions on economic in tests that states require for teacher certification.

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PART I — RATIONALE: WHY ECONOMIC EDUCATION FOR TEACHERS?

The purpose of economic education is to develop in young people an ability to understand and make reasoned judgments about major questions of economics. This capacity should be achieved by the time students graduate from high school. To accomplish this objective, schools must offer programs that provide students with opportunities to acquire proficiency in the use of basic economic concepts.

In a democratic society it is imperative that the school curriculum be organized to teach all students the skills of reasoning in economics. Virtually all citizens make choices as consumers, income earners, and voters. This means that economic education cannot be restricted to special groups of students, such as the college-bound, or those who will be future leaders in government, labor, and business. Every citizen must acquire the skills and knowledge requisite for personal and social economic literacy.

Acceptance of these tenets means that teachers at all grade levels must possess a basic knowledge of economics and be able to contribute to the economic education of their students.

> *"Students will not come from our schools with the basic literacy in economics they need for personal lives and citizenship unless their teachers know economics. Most students encounter economic questions in history, government, and general social science courses. Those teachers, not just specialists in economics per se, must be prepared to guide their students on the economics of the subjects they are teaching."*
>
> *James Tobin*
> *Sterling Professor of Economics*
> *Yale University*

The Value of Economic Education

An increasing number of leaders in business, labor, finance, education, government, and community affairs have joined with professional economists and economic educators in recognizing that economic literacy is vital to all citizens of our society. They agree that effective economic education develops not only a knowledge of how economic systems function, but that it also fosters rational habits of thought. This helps give people the ability to make "reasoned choices" when confronted with difficult issues in economics.

The Report of the National Commission on Excellence in Education asserts that economics should be a "basic" subject of instruction with a more rigorous curriculum structure. The Commission argued that it is essential for high school graduates to have the capacity to utilize economic concepts and reasoning. To assure an adequate cadre of properly trained teachers is a critical element in society's ability to translate this need into effective programs of economic education in local school systems across the nation.

More States Mandating Economics Instruction

More than half of the states mandate some form of economic education. These mandates take a variety of forms. In some cases they require economics as a prerequisite for teacher certification. Most teacher education institutions, even in states with relatively strong

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mandates, do not have well-defined training programs in economic education for future teachers. Unless local school systems and future teachers are educated to carry out the economic education curriculum mandates, there can be little expectation that state requirements will be functionally implemented.

Efforts to Strengthen Academic Requirements

Dozens of national and state reports offer recommendations aimed at strengthening the academic requirements of our schools. A common theme is the need to strengthen the academic backgrounds and preparation of teachers who will be responsible for improving the curriculum. Prospective teachers who lack a background in economics, regardless of what subjects or grade levels they teach, cannot be effective models for advancing the academic understanding and achievement of their own students. This means that it is essential for our teachers to possess economic literacy if, in turn, they are to cultivate literacy within our youth.

> **"** *Virtually every state in the country is involved in efforts to upgrade teacher education and licensure requirements for teachers as part of an overall plan to improve the quality of education in our schools. Adequate preparation in and understanding of economics must be incorporated as an integral part of such efforts. This is why the Basic Recommendations of the Joint Council on Economic Education are so important. They are guidelines that can be used by the states and various accrediting agencies as they proceed to strengthen teacher education.* **"**
>
> *Henry J. Hermanowicz*
> *Dean*
> *College of Education*
> *The Pennsylvania State University*

Stronger Standards of Teacher Certification

Virtually all states are raising their teacher certification standards. Some states have added five-year certification programs based upon teaching internships or additional course work. And, stronger academic requirements are being instituted in teacher preparation programs at many colleges and universities.

In another development, many states have either drawn up or are considering tests that require candidates for certification to demonstrate adequate knowledge of the subjects they will teach. Testing programs are controversial because some educators have strong doubts that standardized tests can truly measure "good teaching." Meanwhile, others are convinced that these tests are necessary to assess the knowledge of teacher candidates. In spite of the controversy, the growing testing movement for teachers is a reality.

Impact of Preparation on Teaching Effectiveness

Abundant evidence exists that the effectiveness of economics instruction and the enhancement of student learning are directly associated with the teacher's command of the subject. Because key economic concepts, the method of economic analysis, and how these concepts and methods can be applied to economic issues are not easily grasped without formal instruction, it is essential that the teacher's depth of preparation be linked to the nature of the teaching assignment.

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PART II: RECOMMENDATIONS

To improve economics instruction in our schools, we recommend these changes:

The General Education and Academic Specialization of Prospective Teachers

1. All prospective **elementary and secondary school teachers** should be required to complete at least one basic course or preferably the principles sequence in economics as part of their general education program in college.
2. All prospective teachers of **social studies, business education,** and **home economics** should be required to take additional economics instruction beyond that required of all teachers. At least nine semester hour credits of coursework including macro- and microeconomics and an advanced course in economics should constitute their collegiate program of academic specialization.
3. All prospective **teachers of secondary school economics** should be required to take additional coursework in economics, completing the equivalent of a field of concentration in economics. This amounts to at least 18 semester hour credits of coursework.
4. All prospective **teachers of advanced placement courses in economics or of economics for gifted students** should complete the equivalent of a major in economics (at least 30 semester hours).

> *"The teaching of economics in the nation's schools is greatly enhanced if teachers possess a better understanding of economics. This can best be achieved through formal coursework in economics and participation in in-service training programs. There is no substitute for knowing the subject one is to teach. The Basic Recommendations will ensure that teachers comprehend the subject so that they can competently teach courses in economics, consumer or business economics, or social studies courses with units in economics."*
>
> *W. Lee Hansen*
> *Professor of Economics and Educational Policy Studies*
> *University of Wisconsin*
> *Chairman, Committee on Economic Education*
> *American Economic Association*

For The Professional Education of Prospective Teachers

5. All professional education programs for **elementary school teachers** should include instruction in the pedagogical treatment of economics. This instruction should be included in both their methods courses and their clinical experience.
6. All professional education programs for **secondary school teachers** in **social studies, business education, home economics,** and **economics** should include instruction in the pedagogical treatment of economics. This instruction should be included in both their methods courses and their clinical experience, with more intensive exposure for those who plan to teach economics.

For States With Certification Tests

7. All required teacher examinations for **prospective elementary teachers** should contain an adequate number of questions to assess economic literacy.
8. All required teacher examinations for **prospective secondary teachers** in **social studies, business education, home economics** and **economics** should contain an adequate number of examination items to assess their understanding of economics.
9. All required teacher examinations for **prospective secondary school teachers of economics courses** should assess the breadth and depth of their knowledge of economics.

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COMMITTEE ON TEACHER EDUCATION

Chair of the Committee, **Dr. Henry J. Hermanowicz**, is Professor of Education and Dean of the College of Education of The Pennsylvania State University. Before coming to the University, Dr. Hermanowicz was, from 1966 to 1974, Dean of the College of Education at Illinois State University. He is a past President of the American Association of Colleges for Teacher Education and a former member of that organization's Governmental Relations Commission. He has written widely on curriculum development and teacher education. Dr. Hermanowicz is a member of the Executive Committee of the Board of Trustees of the Joint Council on Economic Education.

Dr. H. Kenneth Barker, Dean of the College of Education of The University of Akron, established the Center for Economic Education at the University and was instrumental in encouraging the Firestone Tire & Rubber Company to endow a Chair in Economic Education there. In the past he has served as a member of the Board of the American Association of Colleges for Teacher Education, as Chairman of the Teacher Education Committee of the Regional Council for Teacher Education, and as Chairman of the State University Deans of Education in Ohio. Dr. Barker has written "The Role of Professional Associations in Higher Education" for *The International Encyclopedia of Higher Education*. Dr. Barker is a member of the Board of Trustees of the Joint Council on Economic Education.

Dr. Richard C. Bowers is Vice President for Academic Affairs at the University of Maine at Orono. Prior to this position, he was President of the University of Montana, and before that he served as Vice President and Provost, as well as Professor of Chemistry, at Northern Illinois University. Dr. Bowers is an Accreditation Evaluator for the New England Association of Schools and Colleges. He is a member of the Executive Committee of the Maine Council on Economic Education and a member of the Board of Trustees of the Joint Council on Economic Education.

Ms. Frances Haley is the Executive Director of the National Council for the Social Studies. She was formally associated with the Social Science Education Consortium at Boulder, Colorado, and also taught government and history at the high school level. Ms. Haley has served as a consultant in the areas of social studies curriculum development and the use of social studies materials. She is co-editor of *Planning a Social Studies Program: Activities, Guidelines, Resources* and the editor of *Ethnic Studies Sampler*. Ms. Haley is a member of the Board of Trustees of the Joint Council on Economic Education.

Dr. W. Lee Hansen is Professor of Economics and of Educational Policy Studies at the University of Wisconsin (Madison). He is President Elect of the Midwest Economic Association and is currently a member of the Committee on Economic Education of the American Economic Association. Dr. Hansen is Editor of *The Journal of Human Resources* and has done extensive

> **"** *The National Association of Economic Educators is pleased to add its endorsement to the document,* Economic Education for Future Elementary and Secondary Teachers: Basic Recommendations. *We feel that this statement of teacher education standards provides a needed and important statement of direction to Colleges of Education and to teacher certification agencies.* **"**
>
> *Beverly Armento*
> *President*
> *National Association of Economic Educators*
> *Director*
> *Center for Business and Economic Education*
> *Georgia State University*

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research on labor markets, wages and salaries, and the economics of education. He is also the author of "The State of Economic Literacy" which appeared in *Perspectives on Economic Education: Conference Proceedings*. Dr. Hansen is a member of the Executive Committee of the Board of Trustees of the Joint Council on Economic Education.

Dr. David Gregg Imig is the Executive Director of the American Association of Colleges for Teacher Education (AACTE) in Washington. Prior to assuming the directorship of AACTE, he held various positions with the organization, the immediate past being Director of Governmental Relations. He is the co-author of numerous books on teacher education such as, *The International Dimension of American Teacher Education Programs in American Colleges and Universities* and *National Community Needs: The Challenge for Teacher Education*. Dr. Imig is a member of the Board of Trustees of the Joint Council on Economic Education.

Dr. Lee R. McMurrin is the Superintendent of Schools of the Milwaukee Public Schools (Wisconsin). He is a member of the Board of Trustees for both the Joint Council on Economic Education and Wisconsin State Council on Economic Education. Dr. McMurrin is also a member of the Partnership Coordinating Committee of the University Council on Educational Administration and past President of that organization's School-University Partnership. He presented a "Response to the Report of the National Commission on Excellence in Education," at a forum sponsored by the U.S. Department of Education in June, 1983. In 1980 Dr. McMurrin was named one of North America's top 100 School Executives by *The Executive Educator Magazine*.

Dr. William R. Monat is Chancellor of the Illinois Board of Regents. His immediate past position was as President of Northern Illinois University where he also held the position of provost. Dr. Monat has worked in state government as Director of Budget and Finance for the Speaker and the Majority Leader in the Pennsylvania State House of Representatives and as Executive Assistant to the Governor of Michigan working in the areas of economic development, education and urban affairs. He is a recipient of the University of Minnesota's "Outstanding Achievement Award," the highest award granted to alumni by that institution. Dr. Monat is a member of the Board of Trustees of the Joint Council on Economic Education.

> ***"The Joint Council on Economic Education* Basic Recommendations *develop a reasonable and realistic rationale for all students to be literate in economics. This document shows the importance for all elementary and secondary school teachers to have basic economic concepts and understanding in their command. It reinforces the need for greater time in which to prepare teachers in general education, specialized content, and teacher education. The guidelines comprise an important statement in teacher education and deserve widespread attention. I am pleased to report that teacher educators are already taking the lead in raising such standards."***
>
> *David G. Imig*
> *Executive Director*
> *American Association of Colleges for Teacher Education*

Dr. Steven L. Miller is Executive Director of the Central Ohio Center for Economic Education located at The Ohio State University. He is a member of the Executive Committee of the National Association of Economic Educators and the Ohio Council on Economic Education. He has conducted research on curriculum development and teaching methodology in economics with special emphasis on textbook evaluation, methods to develop reasoning skills, and strategies for teaching macroeconomics. He is a co-author of the instructional strategies portion of the *Master Curriculum Guide: Teaching Strategies for High School Economics Courses* published by the Joint Council on Economic Education.

Dr. Harold H. Negley served as Superintendent of the Department of Public Instruction for the State of Indiana from 1972 to 1985. He has served as Chairman for state Commissions on

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General Education, Textbook Adoptions, and Teacher Training and Licensing. Dr. Negley also participated on the Commission for Arts in Education and the Policy Committee of the Council of Chief State School Officers. Dr. Negley is a member of the Board of Trustees of the Joint Council on Economic Education.

Mr. Albert Shanker is President of the United Federation of Teachers (UFT) in New York City and President of the American Federation of Teachers (AFT). He is also Vice President of the New York State AFL-CIO. Representing some 70,000 employees of the New York City Board of Education, the UFT is the nation's largest union local. The AFT represents approximately 570,000 teachers nationally. Mr. Shanker is a member of the Labor Policy Advisory Committee for Multilateral Trade Negotiations, the New York City Employment and Training Planning Council, and the Advisory Council of the Sociology Department at Princeton University. His column "Where We Stand" is published weekly in *The New York Times* by the UFT. Mr. Shanker is a member of the Board of Trustees of the Joint Council on Economic Education.

Dr. Thomas A. Shannon is the Executive Director of the National School Boards Association, which represents the nation's 16,000 school districts and their 95,000 school board members. Before assuming his present position in 1977, Dr. Shannon, a lawyer, served as Deputy Superintendent and General Counsel of the San Diego City Schools and before that was Schools Attorney for the San Diego City Schools. He has also served as National Chairman of the Public Education Committee of the Local Government Law Section of the American Bar Association. Dr. Shannon is a member of the Board of Trustees of the Joint Council on Economic Education.

> ***"As Chancellor of a state university system that has historically played a strong role in the preparation of teachers for the schools of Illinois, I am very much interested in current efforts to strengthen the quality of teacher preparation in this country. This year I convened a Task Force on Quality in Education Programming to consider ways the universities which comprise the Regency Universities System of Illinois could strengthen curriculum and related efforts in that area. I specifically asked the Task Force to consider the basic recommendations of the Joint Council on Economic Education and am pleased to report that they were very impressed with the work that has been done in this area and urged the universities to give consideration to economic education in their curriculum reforming efforts."***
>
> *William R. Monat*
> *Chancellor*
> *Illinois Board of Regents*

Dr. James Tobin, who was awarded the Alfred Nobel Prize in Economic Science in 1981, is the Sterling Professor of Economics at Yale University. He was a Member of the President's Council of Economic Advisers under President Kennedy and has served as President of the American Economic Association. He has also been President of the Eastern Economic Association and The Econometric Society. His books include *The New Economics One Decade Older, Asset Accumulation and Economic Activity, Essays in Economics, National Economic Policy and The American Business Creed* (co-author). Dr. Tobin is a member of the Board of Trustees of the Joint Council on Economic Education.

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JOINT COUNCIL ON ECONOMIC EDUCATION

The Joint Council on Economic Education is an independent, nonprofit, nonpartisan, educational organization incorporated in 1949 to encourage, improve, coordinate, and service economic education. The mission of the Joint Council is to increase the quantity and enhance the quality of economic education in the nation's schools.

The Joint Council provides more than 100 curriculum products for grades kindergarten through twelve ranging from teacher guides and strategies manuals, to film series, to computer software. In addition, the Joint Council also provides teacher training and curriculum development consulting programs for schools.

These products and services are delivered locally through an affiliated network consisting of 50 state Councils on Economic Education, over 260 university and college based Centers for Economic Education, and thousands of school districts nationwide. Joint Council programs impact over 600,000 teachers and 10 million students nationwide annually.

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